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ABSTRACT

The standards for accreditation presented in this paper were developed by the Accrediting Commission for Community and Junior Colleges to measure basic characteristics of quality required of all accredited institutions. The accreditation standards are divided into eight areas. Standard one discusses institutional integrity: purposes; planning; and effectiveness. Standard two discusses educational programs: general requirements; articulation; curriculum planning and evaluation; and credit and non-credit courses. Specific topics under standard three are student services and co-curricular learning environments, which are discussed in terms of general provisions, counseling services, admissions and records, coordination and administration, and the comprehensiveness of services. Provisions for faculty and staff in the areas of selection, qualifications, evaluation, staff development, and other personnel policies are the focus of standard four. Standard five discusses various aspects of learning resources, including collection development, accessibility, faculty and staff, and general provisions. Standard six concerns physical resources, such as facilities, equipment, facilities planning, and financial resources. The final standard covers aspects of governance and administration, including the governing board, administrative services, faculty, support staff, and students. Supporting documentation is listed for each standard. (JMC)

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STANDARDS FOR ACCREDITATION

California Community Colleges
Academic Senate
February 1990

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STANDARDS FOR ACCREDITATION

The standards describe good practice in community and junior college education. The Accrediting Commission for Community and Junior Colleges has established its standards based on experience, research and extensive consultation with member institutions. Commission standards and policies are periodically reviewed and revised. Revisions are made as needed, based on research, the experience of the Commission and visiting teams, and comments of institutional representatives.

The standards state the basic characteristics of quality required of all accredited institutions. The Commission has found that institutions can readily maintain their individuality while complying with these established standards.

The accreditation standards are divided into eight (8) areas, so numbered. Each standard in turn, is divided into lettered sections -- e.g., Standard 2.A, 2.B, 2.C. The statement of the standard is followed by numbered sections (e.g., Standard 2.A.1, 2A.2, 2A.3, 2A.4) which give further definition to the standard. These numbered sections provide additional components of the standard, but are not designed to be an exhaustive enumeration of all of the components of the standard. In reviewing these standards, institutions are encouraged to add further components to give them greater meaning and depth, and greater applicability to each individual institution.

Following each standard is a list of supporting documents which might be useful to the institution and the visiting team. Within the section marked "Supporting Documents," items with (x) are to be included in or with the self study report mailed to the visiting team and to the Commission office.

STANDARD ONE: INSTITUTIONAL INTEGRITY PURPOSES, PLANNING AND EFFECTIVENESS

The four elements of standard one are broadly applicable to the institution and to all of its constituent programs and services. An accredited institution presents itself to students and the public precisely and truthfully, with due regard for freedom to teach and freedom to learn. The institution states its goals with precision, engages in planning to achieve those goals and evaluates its effectiveness in achieving purposes and goals.

Standard 1A **Institutional Integrity**

1A.1 Institutional policy regarding the safeguarding of academic freedom and responsibility is published and readily available.

1A.2 Trustees and administrators protect faculty from harassment in their exercise of academic freedom. The faculty protects the academic freedom of its members.

1A.3 The institution fosters integrity of the teaching-learning process. Faculty and other college staff distinguish between personal conviction and proven conclusions and present relevant data fairly and objectively to students and others.

1A.4 Institutions which strive to instill specific beliefs or world views or to impose codes of conduct on faculty, staff or students give clear prior notice of such policies.

1A.5 The institution fosters an affirmative environment in which diversity is embraced and people are treated with respect.

1A.6 The institution provides faculty and students with clear expectations concerning the principles of academic honesty and the sanctions for violations.

1A.7 Representations about the institution to prospective students and to the general public are accurate and consistent with institutional publications and practices. Statements and promises can be documented -- especially those regarding excellence of program, success in placement, and achievements of graduates or faculty.

1A.8 Precise, accurate, and current information is provided in the institutional catalog regarding (a) educational purposes; (b) degrees, curricular offerings, educational resources, and course offerings; (c) student fees and other financial obligations, student financial aid, and fee refund policies; (d) requirements for admission and for achievement of degrees; and, (3) the names of the administration, faculty, and governing board.

1A.9 Degrees held by faculty and administrators are listed in the institution's primary catalog. All degrees listed are from credible accredited institutions.

1A.10 In its relationship with the Commission, the institution demonstrates honesty and integrity, and agrees to comply with Commission standards, policies, guidelines, and self study requirements.

Standard 1B Institutional Purposes (Mission)

The institution is guided by clearly stated purposes that define its character, are appropriate for higher education, and are consistent with Commission standards.

1B.1 The statement of purposes is adopted by the governing board; and is periodically reexamined with the participation of the campus community.

1B.2 The statement of purposes identifies the broadly based educational objectives the institution seeks to fulfill. In implementing its purposes, the institution has defined the constituencies it intends to serve as well as the parameters under which educational programs can be offered and resources allocated.

1B.3 Institutional purposes delimit educational programs and services and guide the development of physical resources and allocation of fiscal resources.

Standard 1C Institutional Planning

The institution is engaged in ongoing planning to achieve its avowed purposes. Through the planning process, the institution frames questions, seeks answers, analyzes itself, and revises its goals, objectives, programs and services.

1C.1 An established planning process involves the board and other segments of the campus community.

1C.2 The planning process uses the results of institutional research on subjects such as institutional effectiveness, student outcomes, and demographics.

1C.3 The planning process assists in identifying institutional priorities.

1C.4 The human, financial, and physical resources of the institution are integrated in the planning process. Planning influences acquisition and allocation of resources.

Standard 1D Institutional Effectiveness

The institution has developed the means for evaluating how well, and in what ways, it is accomplishing its purposes as the basis for broad-based, continuous planning and improvement.

1D.1 Institutional research and program review are conducted as essential elements in planning and evaluating institutional effectiveness. Research assesses such elements as instructional programs, student services, and the social/intellectual environment of the campus.

1D.2 Educational programs, student services and other institutional activities are systematically and comprehensively reviewed to assess their quality, effectiveness and efficiency.

Supporting Documentation for Standard One

(x) 1. Catalog

2. Bulletins, brochures and handbooks

3. Statements or policies on academic freedom

4. Planning documents and policies
5. Program review documents
6. Institutional research reports
7. Articles of incorporation or charter (nonpublic institutions)

STANDARD TWO: EDUCATIONAL PROGRAMS

Standard Two is broadly applicable to all educational activities offered in the name of the institution, regardless of where, when or how presented, or by whom taught.

Standard 2A General Requirements

The achievement and maintenance of quality programs in an environment conducive to study and learning is the primary responsibility of every accredited institution; hence, the evaluation of educational programs and their continuous improvement is an ongoing responsibility. As it analyzes its goals and discovers how conditions and needs change, the institution continually redefines for itself the elements that will result in programs of high quality.

2A.1 The institution seeks to meet the educational needs of all its students, including minority groups and others with special needs.

2A.2 Sufficient resources are provided to address the academic and vocational needs of the students.

2A.3 The institution demonstrates its commitment to high standards of teaching. Effective procedures and resources exist to evaluate and improve the quality of instruction.

2A.4 The structure and goals of all educational programs are consistent with institutional purposes, the demographics and economics of the service area, and the student constituency.

2A.5 Program and course objectives clearly specify the subject matter to be covered, the intellectual skills and learning methods to be acquired, the affective and creative capabilities to be developed, and the specific occupational skills to be mastered.

2A.6 Programs and courses are offered in a manner which ensures students the opportunity to complete the entire program as announced, within a reasonable period of time.

Standard 2B General Education

The educational program is designed to give students a substantial and coherent, exposure to the major, broad domains of higher education. All programs leading to the Associate degree include a major area and a general education component.

2B.1 The general education segment of all educational programs is based on a philosophy and rationale that is clearly stated and provides the criteria by which the appropriateness of each course in the general education component is evaluated.

2B.2 The plan for general education is cooperatively developed by faculty and administrative staff, and approved by the Board.

2B.3 The general education program introduces the content and methodology of the major areas of knowledge -- the humanities, the fine arts, the natural sciences and the social sciences -- and helps students to develop the mental skills and social attitudes that will make them effective learners and citizens.

2B.4 The educational program provides opportunities for all students to develop and demonstrate competence in communication and quantitative skills, critical analysis of data and argument, and appreciation of cultural diversity.

Standard 2C: Articulation

The institution has a systematic procedure for articulating its programs with high schools, baccalaureate institutions, and with employers who hire occupational students. Articulation is the process of reaching agreement between institutions or units of institutions so that individual students may pursue a course of study without duplication of courses or levels of competency.

2C.1 The curriculum planning process involves liaison with high schools, particularly in sequence courses. Where articulation agreements exist, high schools of origin receive reports on student performance.

2C.2 The curriculum planning process involves coordination with baccalaureate institutions, particularly with respect to "major" and general education requirements. The number, performance, satisfaction and adequacy of preparation of transfer students is reviewed.

2C.3 The relevance of courses to job requirements is ensured by systematic analysis of specific job requirements.

2C.4 Follow-up studies of transfer and occupational students are regularly conducted to evaluate the level of performance or job placement.

Standard 2.D Curriculum Planning and Evaluation

Curriculum planning is designed to achieve the aims of the institution and provides the rationale for the projected use of both currently available and future human, financial, and physical resources. This systematic planning is based on continuing institutional self-evaluation and assessment of the needs of the institution's constituencies. All appropriate segments of the institution are involved in planning.

2D.1 The responsibility for design, approval, implementation and revision of the curriculum is vested in designated bodies with clearly established channels of communication and control. The faculty has a major role in such processes.

2D.2 The institution engages in periodic review of program and departmental quality and effectiveness under clearly specified and demonstrably implemented procedures. The process is based on current qualitative and quantitative data which attempt to assess strengths and weaknesses in achieving program purposes and projected outcomes. (See Standard 1D)

2D.3 Policies and procedures for additions and deletions of programs or courses are carefully developed and administered, are based on curriculum planning, and are consistent with the resources of the institution, the capabilities of faculty, and the needs of students.

Standard 2.E Non-Credit Courses and Programs

Non-credit courses and programs, whether offered on- or off-campus are integral to the educational mission of the institution.

2E.1 The quality of planning, instruction, and evaluation for such programs is the same for all programs.

2E.2 Programs are administered under stated and well publicized institutional policies and procedures.

2E.3 Conditions governing non-credit courses and programs are described in catalogs, brochures, announcements, and other promotional materials.

2E.4 There is appropriate coordination with institutional credit programs.

Standard 2.F Special Programs and Courses for Credit

All special courses and programs whether conducted on- or off-campus are integral parts of the institution; their functions, goals and objectives are consistent with other elements of the institution; they maintain the same academic standards as regular campus programs; and are planned and evaluated by the same processes as the regular educational program.

The college is solely responsible for the academic and fiscal integrity of all instructional programs and courses which bear the institution's name.

The provisions of Standard 2F apply to:

- Courses taught by non-traditional delivery systems such as television, correspondence, newspaper, video or audio tape, modularized instruction, and computer learning. (See policy, Page *)
- Contract education including courses taught for no credit.
- All travel/study or study abroad programs. (See policy, Page *)
- All practices providing credit for prior experiential learning. (See policy, Page *)
- All courses or programs taught under contract by an outside institution. (See policy, Page *)
- Work experience and cooperative education courses.
- Independent study.

Standard 2G Credit for Student Achievement

Evaluation of student learning or achievement and the award of credit are based upon clearly stated and distinguishable criteria.

2G.1 Student performance is evaluated in terms of defined and disseminated course requirements.

2G.2 Criteria for evaluating student performance or achievement, i.e. grades, (A, B, C, etc.) are clearly established, stated in college publications and are generally understood by faculty and students.

2G.3 Credit awarded is consistent with student learning or achievement and based upon generally accepted norms or equivalencies. (See Glossary)

2G.4 The degree, certificate, or diploma awarded upon successful completion of an educational program is appropriate to the demonstrated achievement of the graduate.

2G.5 Clear and well-publicized distinctions are made between courses which offer degree and non-degree credit.

2G.6 Any credit for prior experiential learning is awarded and limited in accordance with Commission policy. (See Commission policy on "Credit for Prior Experiential Learning in Undergraduate Programs")

Standard 2H Community Education and Services

Community Education and Services, if recognized as an institutional objective, respond to local needs for lifelong learning by providing avocational classes, classes for the business and professional community, cultural events, and community and civic functions.

2H.1 Community education classes are part of the educational program and are coordinated with the credit or non-credit program.

2H.2 Institutional policies and procedures establish conditions under which college facilities may be used by the public.

2H.3 Community liaison is effectively developed and maintained.

Supporting Documentation for Standard Two

1. Description of curriculum-development bodies and recent minutes.
2. Self study and evaluation reports from external reviews and the most recent professional and institutional accreditation visits and documentation of resulting actions.
3. Course outlines and objectives for all programs.
4. Written rationale for the general education program.
5. Articulation agreements.
6. Follow up studies.
7. Program advisory committee rosters and recent minutes.

(x) 8. Summary listing of off-campus programs, directors, sites and enrollments.

9. Catalogs, brochures, announcements, and class schedules for special programs and Community Education programs.
10. Policies regarding the award of credit based on prior experiential learning, including a report on the amount of such credit awarded for the past two years.
11. A copy of each Memorandum of Understanding for programs offered on military bases or for military agencies.
12. Copies of brochures and announcements and any contractual agreements with other institutions or travel agencies for study abroad or study-travel programs.
13. Contracts with other organizations for provision of instruction.

STANDARD THREE: STUDENT SERVICES AND THE CO-CURRICULAR LEARNING ENVIRONMENT

The institution establishes and maintains an environment that fosters the intellectual and personal development of students. Student services reflect an institutional concern for students' physical and mental health, facilitates educational progress, and helps them to relate to others in the institutional community.

Standard 3A General Provisions

Established policies and practices make clear the institution's obligations to students and those of students to the institution.

3A.1 The institution systematically studies the characteristics and identifies the learning and counseling needs of the student population.

3A.2 The institution has an organized system for admission assessment, orientation, counseling and advisement, and student follow up.

3A.3 The institution involves students in the planning, development and delivery of student services.

3A.4 Policies on student rights and responsibilities, including the rights of due process and redress of grievances, are clearly stated, well publicized, and readily available and they are implemented in a fair and consistent manner.

3A.5 Publications (e.g., student handbooks) describing student services and programs, student government and activities, as well as student rights and responsibilities and rules defining inappropriate student conduct are readily available.

3A.6 The institution supports opportunities for student participation and leadership in campus organizations and student involvement in institutional governance.

3A.7 Services are offered to day and evening students on and off campus.

Standard 3B Counseling Services

A systematic program of counseling and academic advisement assists students in making appropriate decisions.

3B.1 The institution provides an organized and functioning counseling program which includes, but is not limited to:

- Academic counseling.
- Career counseling.
- Personal counseling.
- Identification of potential barriers to progress.
- Counseling of students on probation.
- Referral to appropriate support services.

3B.2 A structured system of academic advisement is available to all students.

Standard 3C Admissions and Records

An admission, registration and records service facilitates student access to the institution and keeps and protects the records of their participation.

3C.1 The institution actively seeks diversity in its student body.

3C.2 Standards for admission, including provisions for exceptional cases, are based upon norms of expectation generally recognized in postsecondary education, and are consistent with the institution's educational purposes. Test instruments used in the admission process are designed to minimize cultural bias and are evaluated to assure their validity.

3C.3 The institution makes provision for the security of student records of admission and progress. Student records, including transcripts, are private, accurate, complete, and permanent. They are protected by fireproof and otherwise safe storage and backed by duplicate files. Data and records maintained in computing systems have adequate security and provision for recovery from disasters.

If an institution closes, provision is made for the future security and accessibility of academic records. (The Commission policy on Closing an Educational Institution is available upon request.)

3C.4 Transfer credit is accepted from accredited institutions or from other institutions under procedures which provide adequate safeguards to ensure academic quality and relevance to the student's program. Implementation of transfer credit is consistent with the Policy on Transfer and Award of Academic Credit.

Standard 3D Coordination and Administration

The institution has an administrative structure responsible for the overall coordination and administration of student services.

3D.1 Student services professionals and support staff are qualified to provide effective service. Staffing and resources are commensurate with the size of the institution and with its stated purposes.

3D.2 Arrangements are in place which assure that faculty and students are involved in the processes of program and policy development for student services, and in systematic evaluation and planning for student services.

3D.3 The institution has a policy regarding fee refunds that is well publicized, uniformly administered, and consistent with customary standards.

3E Comprehensiveness of Services

Depending on the nature and needs of the student body and the purposes of the institution a range of special services may be provided. The functions, goals and objectives of each service are consistent with those of the institution. Each is planned and evaluated by the same established processes as are other parts of the institution's major programs and services. The comprehensiveness of services depend on the purposes of the institution, the diversity of its student body, and whether students commute or live in campus residential facilities.

The institution is responsible for the academic and fiscal elements of all services that are offered in its name.

The provisions of Standard 3E apply to student services including but not limited to:

- Career development, counseling and placement services.
- Special services to disadvantaged students.
- Special services to disabled students.
- Tutorial services.
- The student activities program.
- The student financial aid program.
- Services for reentry students.
- Student health services.
- Student housing, if provided.
- Food services.
- Student bookstore.

SUPPORTING DOCUMENTATION FOR STANDARD THREE

1. Student Handbook.

(x) 2. Summaries of student characteristics that will give the reader a concept of the nature of the student body.

(x) 3. Organization chart for student services.

4. Sample copies of student publications.

5. Policies on student conduct, rights and responsibilities.

6. Policies on athletics.

7. Policies on student fees.

8. Statistics on student financial aid.

9. The most recent financial aid reviews conducted by state and federal agencies.

10. Any program review documents for student services.

11. Catalog, brochures, and other documents prepared by the institution to recruit or inform students.

12. The institution's matriculation plan (California Community Colleges).

STANDARD FOUR: FACULTY AND STAFF

Staff includes all employed personnel. The categories of those who are employed by a postsecondary institution vary substantially from one institution to another, but typically include those who teach, those in student services, those in learning resources, paraprofessionals, support personnel and administrative staff. The institution demonstrates its commitment to the increasingly significant educational role played by diversity of ethnic, social and economic backgrounds among its members by making positive efforts to foster such diversity.

Standard 4A Selection

4A.1 Each category of staff is sufficient in number and diversity of preparation to provide effective instruction, student services, support services, learning resources, and administration.

4A.2 Criteria, qualifications, and procedures for the selection of all personnel are clearly stated, public, and directly related to institutional objectives. Job descriptions are available for all staff positions and are adhered to in all selection procedures.

4A.3 Teaching effectiveness is the principal criterion for the selection and retention of the teaching faculty. (Same as 4C)

4A.4 A written policy exists to ensure equity in all employment procedures. That policy is consistent with Accrediting Commission policy on non-discrimination and affirmative action. Consistent attention is paid to the meeting of affirmative action goals.

Standard 4B Qualifications of Staff

4B.1 All members of the staff, including faculty, paraprofessionals, support staff and administrators, are qualified by academic background or experience to carry out their program and institutional responsibilities in accord with the purposes of the institution.

4B.2 Degrees held by faculty and administrators are listed in the institution's primary catalog. All degrees listed are from credible accredited institutions. (Same as 1A.9)

Standard 4C Evaluation

4C.1 The evaluation of each category of staff is systematic and conducted at stated intervals. The follow-up of all evaluations is formal, systematic and timely.

4C.2 Evaluation processes seek to assess effectiveness and encourage improvement.

4C.3 Teaching effectiveness is the principle criterion for the selection and retention of teaching faculty. (Same as 4A.3)

Standard 4D Staff Development

4D.1 Members of the faculty and professional staff are obligated to remain current in their field of expertise.

4D.2 For each staff category development opportunities are planned with the participation of that staff and are available to all and supported by the administration and the

governing board.

4D.3 Staff members are given the opportunity to engage in professional activity supported by the institution including membership on state and regional committees, task forces, commissions and associations.

Standard 4E Other Personnel Policies

4E.1 Personnel policies and procedures affecting staff are clear, equitable, and available for information and review.

4E.2 Criteria for determining work loads are clearly stated and equitably applied.

4E.3 Salaries and benefits are adequate to attract and retain qualified personnel.

4E.4 There are systematic processes for the development of personnel policies.

4E.5 Procedures and criteria for personnel appointment, evaluation, retention, advancement, and due processes are explicitly stated.

4E.6 Policy regarding privacy of information is clearly stated and consistently administered.

4E.7 The institution provides faculty and students with clear expectations concerning the principles of academic honesty and the sanctions for violations (same as Standard 4 - in Student Services standard and Standard 1 - in Institutional Integrity standard).

4E.8 Written policy regarding the safeguarding of academic freedom and responsibility is published and readily available (same as Standard 1).

SUPPORTING DOCUMENTATION FOR STANDARD FOUR

(x)

1. Statistics available concerning faculty and administration characteristics, such as gender, ethnic minorities, full-time and part-time.
2. Faculty handbook, including personnel policies and procedures.
3. Collective bargaining agreements.
4. List of faculty, with degrees earned, unless catalog list is up to date.
5. Staff handbook.
6. Salary schedules.
7. Access to current professional vitae.
8. Affirmative action policy and plan.
9. Criteria and procedures for employing, evaluating and compensating faculty in special programs such as off-campus, study abroad, study travel, non-credit programs and programs provided by contract with other organizations.
10. Statements or policies on academic freedom.
11. Doctrinal statements required for employment, if any. (Church related institutions)

STANDARD FIVE: LEARNING RESOURCES

The college provides those learning resources necessary to support the educational program and the intellectual and cultural development of staff and students, day and evening, on and off-campus. The adequacy of an institution's learning resources is judged in terms of its goals and programs. The effectiveness of an institution's resources is judged by how well and how much they are actually used.

Standard 5A General Provisions

5A.1 Learning resources are adequately supported in relation to the total budget and needs of the institution.

5A.2 Learning resources are designed to provide support for varying modes of instruction appropriate to students needs and learning styles and are augmented to serve curricular changes.

5A.3 Technical assistance is provided to faculty in the production of tests, syllabi, audio-visual programs, and other instructional materials.

5A.4 All learning resources equipment is properly maintained.

Standard 5B Collection Development

5B.1 There is an organized procedure in which faculty and administrators participate in the selection, evaluation, and elimination of learning resources equipment and materials.

Standard 5C Accessibility

5C.1 Library use is promoted through a bibliographic instruction program developed by learning resource faculty for the benefit of students and faculty. Attention is given to the needs of both traditional and nontraditional students.

5C.2 Learning resources are available to students at off-campus centers.

5C.3 Hours of service provide adequate access to learning resources.

Standard 5D Faculty and staff

5D.1 Professional staff are sufficient in number and properly qualified in various specialty areas to serve users and to provide technical support. (See Standard 3)

SUPPORTING DOCUMENTATION FOR STANDARD FIVE

1. Budget for learning resources.
2. Statistics on use of learning resources.
3. Inventory of learning resources.
4. Data concerning number and assignment of learning resources staff.
5. Curriculum materials for bibliographic instruction.
6. Printed materials that describe for students the hours and services provided by learning resources.
7. Formal, written agreements with other libraries.
8. Collection development and weeding policies.
9. List of data bases to which students and faculty have access through the library.

STANDARD SIX: PHYSICAL RESOURCES

Physical resources, including buildings and equipment used both on and off- campus, is adequate to serve the needs of the institution in relation to its stated purpose and its goals and activities. The physical environment of the institution should contribute to an atmosphere for effective learning.

Standard 6A **Facilities**

6A.1 Space allocations are appropriate and adequate for the institutional function served.

6A.2 Buildings and grounds are clean and in good repair. Maintenance and operations are conducted in a systematic, planned manner with adequate staff and support.

6A.3 There are well planned, adequate, and well maintained physical facilities for off-campus programs.

6A.4 There is concern for safety, security, disaster planning, and energy conservation.

6A.5 There is concern for health issues, barrier-free access, and environmental standards related to hazardous materials and waste.

Standard 6B **Equipment**

6B.1 Equipment is appropriate for the institutional functions served.

6B.2 Equipment is maintained on a regular basis and attention is given to the safety-health-security aspects of equipment operation and maintenance.

6B.3 Equipment is adequately inventoried and controlled and periodic replacement is scheduled.

Standard 6C **Facilities Planning**

6C.1 There is a master plan for campus development, consistent with the objectives of the institution and the educational master plan.

6C.2 There is appropriate involvement of staff in the planning of facilities.

SUPPORTING DOCUMENTATION FOR STANDARD SIX

1. The master plan for campus development.
2. Policies on safety, security, and energy conservation which are related to physical facilities and equipment.
3. Equipment inventory and replacement policy.

STANDARD SEVEN: FINANCIAL RESOURCES

Standard 7A

Financial resources are sufficient to achieve, maintain and enhance the goals and objectives of the college. The level of financial resources provides a reasonable expectation of financial viability and improvement. Financial management exhibits sound budgeting and accounting. Financial planning is based on institutional planning involving the board of trustees and broad staff participation.

7A.1 Current and anticipated income is adequate to maintain quality programs and services.

7A.2 Plans exist for the payment of long-term liabilities.

7A.3 Reserves are adequate to provide fiscal stability.

7A.4 Cash flow provision are sufficient to meet the needs of the institution.

Standard 7B

7B.1 Financial planning is based upon the educational master plan and provides for participation of the board of trustees and staff.

7B.2 The policies, guidelines, and processes for developing the budget are clearly defined and followed.

7B.3 Financial planning takes into account long-range projections of programs, services, costs, and resources.

Standard 7C

7C.1 The organization for financial administration is clearly defined.

7C.2 Financial reports are timely and accurate and are routinely distributed and reviewed.

7C.3 The institution has policies and programs on risk management which address loss by fire and theft and liability for personal injury and property damage.

7C.4 The institution's financial records and internal control processes are subjected to an annual audit by an independent certified public accountant.

7C.5 Auxiliary organizations or foundations using the name of the institution conform with institutional principles of operation and support institutional goals. Their activities are carefully monitored and their financial records are regularly reviewed by an independent auditor. The institution retains appropriate responsibility and control over such organizations.

Supporting Documents for Standard Seven

1. Institutional budget.
2. Institutional financial plan.
3. Latest report of the independent auditor.
4. Documents illustrating budgetary control.
5. Foundation documents.
6. Auxillary organization documents.

STANDARD EIGHT: GOVERNANCE AND ADMINISTRATION

Postsecondary education has a tradition of broadly shared authority and responsibility. For an institution to serve its purposes and achieve its goals each major constituency must carry out its separate but complementary roles and responsibilities. Institutional governance mechanisms organize the means through which policy is developed and authority is assigned, delegated and shared in a climate of mutual support. Administration involves the implementation of policy.

Standard 8A The Governing Board

The governing board is responsible for the quality and integrity of the institution. It selects a chief executive officer, approves the purposes of the institution and responsibly manages available fiscal resources. It establishes broad institutional policies and delegates to staff the responsibility to administer these policies. The board protects the institution from external pressures and provides stability and continuity to the institution.

8A.1 The board includes adequate representation of the public interest and the diverse elements of the population it represents. Arrangements provide for the continuity of board membership and staggered terms of office.

8A.2 Board policies include a statement of ethical conduct for its members. The board acts as a group; no member or committee acts in place of the board. Board policy precludes participation of any of its members or any member of the staff in actions involving possible conflict of interest.

8A.3 The board reviews and approves educational programs, and ensures that programs, degrees and certificates are of satisfactory quality, consistent with institutional purposes.

8A.4 The board is responsible for the financial soundness of the institution and ensures that the educational program and the physical facility plans are of high quality and consistent with institutional purposes.

8A.5 The board approves an effective organization which serves institutional purposes. Implementation and administration of policies is clearly delegated to individuals and bodies within the organization.

8A.6 After appropriate consultation, the board selects and regularly evaluates the institution's chief executive officer.

8A.7 The board has established and implements a process by which its own performance can be assessed.

8A.8 The board is informed about and involved in the accreditation process.

8A.9 (Institutions in multi-unit systems only) The board has in written policy established the nature of the relationship between the district or system office administration and the administration of the colleges.

Standard 8B Administrative Services

The administration is organized to provide leadership that makes possible an effective teaching and learning environment for the achievement of institutional purposes and goals. The role of the chief executive officer is central to the operation of the institution.

NOTE: For institutions in multi-unit systems, the standards are separately applicable to institutional and system administration.

8B.1 The chief executive officer possesses a vision for the institution which is shared and affirmed by others and has the ability to communicate that vision to colleagues and to the community.

8B.2 The members of the administration exercise leadership and exhibit qualities such as trustworthiness, integrity, ethics, and the ability to inspire others.

8B.3 The administration fosters communication among the governing board, staff, and students.

8B.4 The administration has ensured that college policies and procedures are clearly defined, known to the college community and equitably administered.

8B.5 The administration efficiently manages resources, implements priorities controlling budget and expenditures, and ensures the implementation of statutes, regulations, and board policies.

8B.6 The administration supports an effective affirmative action policy for students and staff.

8B.7 The administration supports a decision-making process which is timely and which involves persons in the process who will be affected by the decisions.

8B.8 The administration provides leadership and encouragement to the faculty in the improvement of instruction through methods such as the use of classroom research, educational technology, and innovative methods of instruction.

8B.9 The administration conducts institutional research and interprets the results to the faculty and the governing board. The results of research are used in the planning and decision making process.

8B.10 The administrative organization and staff reflect the institutional objectives, size, and complexity, and provide effective management.

8B.11 If the institution is part of a state system, the local administration establishes and maintains an effective working relationship with the state system administration.

Standard 8C Faculty

8C.1 The faculty have established and participate in an effective academic or faculty senate or, in the case of private or proprietary colleges, a formal process for providing input in institutional governance. This academic senate or faculty organization is able to carry on its responsibilities for academic and professional matters at the college. The college provides support to the senate to enable it to meet its responsibilities and appropriate delegation of authority takes place from the local governing board to the senate.

8C.2 The role and responsibility of the faculty, through its academic senate or faculty organization, is clearly defined in written policy.

8C.3 The role and participation of the faculty on various policy-making, planning, and special purpose bodies is clearly stated in written policy.

8C.4 The faculty has a substantial voice in academic or professional policy matters such as:

- The educational program
- Academic freedom
- Tenure review
- The budget
- Planning
- Personnel selection
- Personnel evaluation standards

8C.5 It is considered part of each faculty members professional responsibility to participate in the governance structure of the institution.

8C.6 Where appropriate, there exists a workable written delineation of functions between the bargaining agent and the senate.

8C.8 (For multi-college systems only) If the system is served by a system or district senate, the relationship between the college and district senate and the relationship between the district senate to the governing board is clearly defined.

Standard 8D Support Staff

Support staff provide special insights which can be helpful to the policy development process. An effective organization is responsive to the views of its employees.

8D.1 An organization of support staff personnel, if established, has well defined responsibilities and functions.

8D.2 The role of the support staff in various governing, planning, budgeting, and policy-making bodies is made clear and public.

8D.3 There exists a well developed program of staff development for the support staff.

Standard 8E Students

8E.1 A student governing body, if established, has well defined responsibilities and functions.

8E.2 The role of students in various governing, planning, budgeting, and policy-making bodies is made clear and public.

SUPPORTING DOCUMENTATION FOR STANDARD EIGHT

1. Board policy manual.
2. Chart of the administrative organization.
3. Manual of administrative procedures.
4. Faculty handbook.
5. Constitution and by-laws of the faculty senate.
6. Student handbook or informational brochures.

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